

CHESTNUT OAKS MIDDLE

1200 Oswego Road
Sumter, SC 29153

GRADES 6-8 Middle School

ENROLLMENT 589 Students

PRINCIPAL Neil R. Baldwin 803-775-7272

SUPERINTENDENT Zona W. Jefferson, Ph D 803-469-8536

BOARD CHAIR Mr. Bobby L. Matthews 803-773-6080

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	35	11

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No

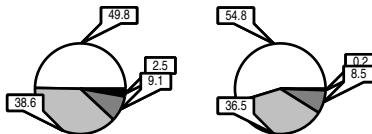
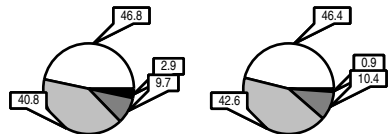
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

92.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****English/Language Arts****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	581	99.5	54.7	36.6	8.5	0.2	14.0	No	Yes
Gender									
Male	301	99.3	66.3	27.6	5.7	0.4	9.6		
Female	280	99.6	42.7	45.9	11.4	0.0	18.4		
Racial/Ethnic Group									
White	76	100.0	36.8	39.7	22.1	1.5	30.9	Yes	Yes
African-American	495	99.6	57.1	36.3	6.6	0.0	11.3	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	476	99.6	48.4	41.2	10.1	0.2	16.6		
Disabled	105	99.1	87.8	12.2	0.0	0.0	0.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	581	99.5	54.7	36.6	8.5	0.2	14.0		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	578	99.5	54.5	36.8	8.6	0.2	14.0		
Socio-Economic Status									
Subsidized meals	500	99.8	58.1	35.5	6.3	0.0	11.8	No	Yes
Full-pay meals	81	97.5	33.8	43.2	21.6	1.4	27.0		

Mathematics - State Performance Objective = 15.5%									
All Students	581	99.3	49.5	38.8	9.1	2.5	18.4	Yes	Yes
Gender									
Male	301	99.0	53.1	36.2	8.8	1.9	17.7		
Female	280	99.6	45.9	41.6	9.4	3.1	19.2		
Racial/Ethnic Group									
White	76	100.0	25.0	39.7	27.9	7.4	39.7	Yes	Yes
African American	495	99.4	53.6	38.2	6.4	1.8	15.2	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	476	99.6	43.3	43.1	10.6	3.0	21.7		
Disabled	105	98.1	82.7	16.0	1.2	0.0	1.2	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	581	99.3	49.5	38.8	9.1	2.5	18.4		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	578	99.3	49.3	39.0	9.2	2.5	18.5		
Socio-Economic Status									
Subsidized meals	500	99.6	51.9	38.5	7.5	2.0	16.1	Yes	Yes
Full-pay meals	81	97.5	35.1	40.5	18.9	5.4	32.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	218	98.2	55.9	34.9	8.2	1.0	9.2
	Grade 7	179	97.8	40.8	47.8	10.2	1.3	11.5
	Grade 8	172	97.1	47.7	43.6	8.7	N/A	8.7
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	208	99.5	61.1	28.8	10.1	N/A	10.1
	Grade 7	207	100.0	56.3	41.2	2.5	N/A	2.5
	Grade 8	169	98.8	48.5	38.7	12.3	0.6	12.9

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	218	99.1	35.4	48.2	12.8	3.6	16.4
	Grade 7	179	99.4	51.3	36.3	8.8	3.8	12.5
	Grade 8	172	99.4	53.9	43.4	2.6	N/A	2.6
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	208	99.0	40.6	41.6	14.7	3.0	17.8
	Grade 7	207	100.0	58.3	37.2	3.5	1.0	4.5
	Grade 8	169	98.8	53.4	35.6	7.4	3.7	11.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 589)				
Students enrolled in high school credit courses (grades 7 & 8)	6.5%	Up from 4.0%	8.9%	14.6%
Retention rate	4.7%	Down from 5.7%	4.5%	3.0%
Attendance rate	94.3%	No change	95.1%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.0%		9.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.8%		8.1%	5.3%
Eligible for gifted and talented	9.3%	Up from 9.1%	6.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.7%	Down from 15.0%	15.0%	13.9%
Older than usual for grade	9.3%	Down from 11.6%	7.8%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	No change	1.5%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 40)				
Teachers with advanced degrees	37.5%	Up from 33.3%	47.8%	48.7%
Continuing contract teachers	80.0%	Up from 59.5%	71.8%	81.7%
Highly qualified teachers**	91.7%	N/A	88.2%	90.4%
Teachers with emergency or provisional certificates	9.1%		11.4%	5.3%
Teachers returning from previous year	77.7%	Down from 78.2%	77.2%	85.1%
Teacher attendance rate	95.9%	Up from 93.4%	94.3%	94.8%
Average teacher salary	\$35,666	Up 1.6%	\$38,840	\$40,566
Prof. development days/teacher	17.7 days	Up from 14.1 days	11.4 days	11.0 days
School				
Principal's years at school	1.0	Up from 0.0	2.0	3.3
Student-teacher ratio in core subjects	20.2 to 1	Up from 18.2 to 1	18.7 to 1	21.3 to 1
Prime instructional time	88.9%	Up from 83.1%	87.4%	89.3%
Dollars spent per pupil*	\$5,923	Down 7.2%	\$6,552	\$5,821
Percent of expenditures for teacher salaries*	58.3%	Up from 52.0%	59.7%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	83.7%	Down from 88.1%	87.4%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	92.4%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		No	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In our continued effort to improve student academic achievement, the instructional focus for the 2003-2004 school year was placed on incorporating reading/writing into all the content areas. The teachers in each department developed graphic organizers to assist students with subject-specific thinking and writing processes in their classrooms. The school worked with Winthrop University Professor Dr. Barbara Blackburn on the implementation of the graphic organizers in the content areas to maximize their effectiveness on student achievement. Teachers also continued to improve their knowledge on content area information by attending workshops, conferences and taking graduate courses throughout the year. The staff also began using IGPPro, the electronic grade book which enables teachers to have daily averages of student's grades and generate progress reports to parents at any point during the year.

The school implemented the READ 180 program to further support the Reading needs of our sixth grade students. The READ 180 program is a packaged instructional program that utilizes small group instruction, promotes individual learning at a student's individual pace and is supported by a technology component. The school also began MAP Testing (Measures of Academic Progress). This program tests all students in the fall and the spring in the areas of math, reading and language. Each student's progress and area of need can be monitored according to skill areas in each subject. This allows teachers a better opportunity to address specific gaps in achievement and plan instruction accordingly.

The students at Chestnut Oaks had a fantastic year in several local and state academic competitions. In the fall three of our students took the top three honors during the county-wide "Fire Safety Essay Contest." In the spring of 2004 our students once again rose to the challenge in the Elks' state writing contest. This year's theme was "Why I am Proud to Say the Pledge of Allegiance." Chestnut Oaks had the fourth, second and first place county winners and the first place state winner. At the local arts festival in the spring our students also captured the top three places for their artistic work. On the athletic front, the girls won the Mid-14 Basketball Championship for the third consecutive year and the boys captured the Mid-14 Track Championship. Congratulations to all these students and athletes for their fine contributions to our school.

On behalf of the entire staff, it is my pleasure to announce Ms. Shuneice Miller as the 2004-2005 Teacher of the Year. Ms. Miller is a sixth grade math teacher at Chestnut Oaks Middle School and we are proud to have her as our representative.

Neil R. Baldwin-Principal
Lynn Eldridge-SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	94	29
Percent satisfied with learning environment	79.4%	77.3%	62.1%
Percent satisfied with social and physical environment	68.6%	79.0%	55.2%
Percent satisfied with home-school relations	21.2%	90.0%	48.3%

*Only students at the highest middle school grade level at this school and their parents were included.